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ABSTRACT

Part of a series of beginning guides for implementing career education in schools this guide is intended for school librarians. It outlines steps necessary for creating a career education resource center. Concern is given to the librarian's role in integrating the library's resources with ongoing career education activities in the school. Guidelines and suggestions are given for four responsibilities in establishing a career education resource center: (1) the collection-- scope, acquisition and organization; (2) the program; (3) the librarian's preparation-- background, role definition, and checklist of activities; and (4) goals and projections for the future. (Author/KP)

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HOW TO DEVELOP THE LIBRARIAN'S ROLE IN CAREER EDUCATION

by RITA RUSH

"HOW-TO" SERIES GUIDE SEVEN

STATE PROJECT TO IMPLEMENT CAREER EDUCATION

227 West 27 Street
New York, New York 10001

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Foreword

SPICE, the State Project to Implement Career Education, is a pilot project funded by the New York State Education Department to develop a K-12 career education model in the New York City Public School System.

Beginning in 1972, the Project has concentrated its efforts on the development of a self-perpetuating process for the expansion and regeneration of career education, and on developing a cadre of career education leaders in the schools capable of implementing this process without outside support. Principal components of the SPICE process are: changing attitudes toward career education, involving school personnel in developing their own curricular materials and incorporating these materials into their programs, and training in planning and management skills. Some of the results of the Project's developmental efforts are incorporated in this guide.

Sixteen schools have participated in the SPICE program. Elementary schools involved in the Project were P.S. 41X, 76X and 103X of District 11 (Bronx); P.S. 26K, 81K and 129K of District 16 (Brooklyn); and P.S. 38R, 41R and 52R of District 31 (Staten Island). Work in these schools was completed in 1974. The junior high schools were 113X, 57X and 2R. Herbert H. Lehman, Bronx, and Erasmus Hall, Brooklyn, were the original high schools. Boys' High School, Brooklyn, and Evander Childs, Bronx, were added to the Project in 1974. SPICE wishes to thank the personnel of all of these schools for their cooperation and enthusiasm, and to gratefully acknowlege the assistance rendered to the Project by the Fashion Institute of Technology.

PREFACE

This is one of eight monographs developed by the State Project to Implement Career Education. It came about as the result of the orderly design of a process approach to career education in which emphasis has been placed on how the program is developed, rather than on the rote production and dissemination of curricular materials.

Taken together, this series represents a beginning guide for implementing career education in your school. Taken separately, each guide concentrates upon that area of concern that may be of particular interest to you. Please be aware that using this monograph alone as the basis for a career education program will have limited effectiveness. It is intended and recommended that the entire series be utilized within your school to assume maximum achievement of the objectives of career education.

Guide 1: *How to Administer Career Education in Your School* is designed to assist the school administrator in organizing an integrated career education plan.

Guide 2: *How to Establish a School Career Education Team* sets forth the rationale for a school team and explains how to go about forming one.

Guide 3: *How to Give an Orientation to Career Education* details the strategies which have proved effective in changing attitudes toward career education.

Guide 4: *How to Develop and Use Community-Based Resources* provide school personnel and community residents with a step-by-step guide to the effective gathering and use of non-school sources of career-related information and experiences.

Guide 5 (Revised): *How to Infuse Career Education into the Curriculum* provides both a guide for individual teachers on how to infuse career education into their own lessons, and technical assistance to program developers in methods for teaching others how to incorporate career education activities into the existing curriculum.

Guide 6: *How to Develop a Counselor's Role in Career Education* outlines the rationale and the skills needed. Samples of a wide range of suitable activities are included.

Guide 7: *How to Develop the Librarian's Role in Career Education* outlines the steps necessary for creating a career education resource center. Concentration is given to the librarian's role in integrating the library's resources with ongoing career education activities occuring within the school.

Guide 8: *How to Develop a School Plan* is a step-by-step guide for the production of school-based long and short-range career education plans.

The eight guides were developed by:

Guide 1 - Barry Fishman
Guide 2,3,6 - Eva Hoffmann
Guide 4,8 - Victor D'Lugin
Guide 7 - Rita Rush
Guide 5 (Revised) - Emile DeAntonio III
assisted by Jean Rosaler, Victor D'Lugin, Eva Hoffmann, Barry Fishman, and Hedy Geller

Barry Fishman designed and edited the guides. Overall supervision of the development process was under the direction of John W. Surra, State Program Manager, and Irwin Kahn, Administrative Director. Special thanks to Ronald Getty for his help in preparing these guides.

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INTRODUCTION

This monograph is based upon the experiences of the Library at Erasmus Hall High School in Brooklyn, New York. It is intended as a guide for all Libraries and librarians everywhere for it is felt the components for establishing a career education resource center in a school library are universal. The specific materials listed in this monograph are considered to be the best available by the author. They do not represent the definitive listing of source materials in the field of career education. Other librarians might have other sources they like and use. This aspect of the monograph is based upon personal likes and dislikes and of course this varies from librarian to librarian.

It should be noted that the development of a career education resource center at Erasmus Hall High School was part of a larger school plan to implement career education throughout the school. Administrators, faculty, and guidance personnel were involved with establishing a career education program in the school. The role of the librarian and the library was to supplement on-going activities and create new ones that would broaden the scope and activities of career education activities at Erasmus Hall High School. This should be the role of libraries everywhere when instituting a career education program in a school.

The librarian has four responsibilities in establishing a Career Education Resource Center:

I. The Collection—Its Scope, Acquisition and Organization
II. The Program—What to Do with the Materials Once You Have Them
III. The Librarian's Own Preparation—acquiring background; defining her role in the program; maintaining a checklist of her activities.
IV. Goals and Projection for the Future: What We Are Still Not Doing But Would Like to Do.

I. *THE COLLECTION*

A. GETTING STARTED: WHAT MATERIALS THE COLLECTION SHOULD CONTAIN, AND WHERE AND HOW TO GET THEM

Every library has some career materials, but there should be a certain specific range and assortment to meet the needs of a career education program. For the purpose of this outline it must be assumed the Career Education Resource Center is starting from scratch, though it is hoped this design will be helpful even to the librarian who already has some experience in career education.

Specific categories of materials will be listed below with a few brief descriptive or explanatory comments. There also will be given a brief bibliography* of selection tools for acquiring the materials. This bibliography of selection tools is highly selective and is designed to overcome the mind-boggle when the librarian is confronted with the vast sea of source material which is available. The librarian is to take comfort in the fact that these are the key sources which lead to *all the rest of the literature*, and even a brief examination of them will at once put it all in its place and give the librarian confidence in being in control of the material.

In addition to the selection tools there will also be given several of the more important direct buying sources for the librarian to pursue immediately. The nucleus of a good basic collection can be formed from these direct sources alone.

The scope of the collection should contain the following components:

1. Job Descriptions
2. Biography & Fiction
3. Materials in Content Areas
4. Self-Awareness Literature & Values Clarification
5. Selected Reference Books
6. Audio-Visual Materials
7. Teachers' Materials
8. Librarian's Material
9. Self-produced Materials
10. Free Materials
11. Simulations and Games
12. Periodicals

See Appendix for a brief bibliography of selection tools, and direct sources for each component.

B. GETTING IT ORGANIZED

Just as in organizing an audio-visual center, the Career Education Resource Center requires pre-planning and careful thought. The initiation of the Career Education Resource Center cannot be planned or executed by student assistants, or even a paraprofessional without the careful groundwork, decision-making and personal hands-on involvement of the librarian.

However, the setting-up and organizing will go more quickly and easily if the librarian has a suggested ready made plan of action, one which has been put into practice and is working. Below is one outline of a plan for the physical organization of the career education materials in a library:

*(A more complete bibliography is given at the end.)

1. It is suggested that the librarian house all the career materials in one location. This will include everything except subject based-content area materials and biography and fiction.

2. Housing will require:

   a) file cabinets for the briefs
   b) shelf space for books of career description plus other book material
   c) princeton files for pamphlets, current magazines, Occupational Outlook Handbook, other odds and ends
   d) paperback rack to display giveaways
   e) display space if at all possible
   f) signs indicating the career center and what is in it
   g) a nearby work space for use when preparing for a class, or for examining materials

3. For organizing the various types of 4 page pamphlets and career education kits: the librarian will have the terrible problem of trying to devise how, and even whether, to inter-file the briefs and folders which will be coming from different publishers, many of them using different job titles for the same occupation.

   There should be no question in the librarian's mind that however she chooses to handle the kits with their several hundred pamphlets, there should also be a general file. It is also strongly suggested that the kits be broken up and placed in one general file, with the exception of one or perhaps two which may be used for other purposes. There are several filing plans for career material which have been published, but the one which has proved to be extremely workable is:

   Bennett, Wilma—*Occupational Filing Plan and Bibliography.*
   Danville, Illinois: Interstate Printers Publishers, 1958 revision, $3.

   Besides the alphabetical listing of job descriptions, Bennett also assigns numbers to the job description. This filing plan enables all the diverse materials to be filed together, and the librarian should let herself be guided by it. A set of printed tabs is also available to make filing easier.

4. Pamphlet materials should be prepared for circulation, so that when they are circulated in quantity it can be done at speed. *The librarian should aim for pockets and cards on every piece of material,* and though this may be an expense and initially time-consuming, it is a great saving in efficiency and wear and tear on the librarian in the long run. Copy numbers can be a regular date stamp or number stamped with an automatic numbering machine.

   In the interim, for materials still without pockets and cards the library should devise a form for charging these materials if it does not already have one.

5. Books describing careers should be housed all in one location, and these need to be organized on the shelves in a special way. If there are enough books to fill two shelves or more, the Dewey order becomes meaningless, and specific books cannot be easily located unless the main card catalog is right there, or there is a separate additional catalog placed for easy consultation. This problem can be initially overcome by assigning the career numbers given in Bennett's Occupational Filing Plan to each book, and placing that number on the spine of the book an inch or two above the call number.

II. *THE PROGRAM*

A. WHAT TO DO WITH THE MATERIALS ONCE YOU'VE GOT THEM

For the student, career education must progress through five steps: Awareness, Exploration, Career Planning, Education and Specialization. The purpose of the school program is to expose students to career materials and to exploratory career experiences in order to provide a foundation for career planning. The librarian's function is to set up the modus operandi for getting career materials into the students' hands.

To do this, the librarian works in four directions:

1) Directly with whichever department has a curriculum in career education: CO-OP class, World of Work classes or a career education unit in a business subject class;
2) With teachers in all subjects who may be infusing career education concepts into their subjects;
3) With teachers who want to try, but who know nothing about career education or how to bring it into their classroom;
4) With the students, those who come as part of career education class, and those who have no background in career education.

1. In working with the department and the career education classes, the librarian's role is to bring the material to the students and the teachers as easily and as meaningfully as possible. The librarian will work directly with the chairman and the teachers to acquaint them with the materials and that way they can support and enhance the curriculum, together with methods for the teacher and the librarian to use. The librarian will also work with the individual teacher describing ways his class can use the library and its materials to fit a specific need. Basically, however, the form of the library visit is the same: each student expresses a particular interest and the library supplies materials pertaining to each student's interest.

   a) This is the point at which the duplicated lists of occupations are used. (See Worksheet No. 1.) This list, and others like them, can be used cold, to give students an awareness of some of the many occupations which exist, or they can be used after the class has had some preparation and are ready to explore career possibilities.

   b) The teacher is given a set of these lists to hand to her students.

   c) Each student circles three careers about which he would like information.

   d) The teacher returns the marked set ot the library about one week before the class is due.

   e) The librarian (with student assistant help) prepares a package for each student containing as many of the following as are indicated and as are available:

      - job description for each of his choices (the briefs)

      - a book giving fuller job description ("So You Want to Be...")

- a text on his subject(s)—(automotive repair, interior decoration, etc.)

- a novel or biography, if appropriate, or if there is an outstanding one (Dance to the Piper; Spinster)

- a magazine related to the subject (American Hairdresser, Today's Secretary, Architectural Forum)

- a book, just for the fun of it (usually a popular shiny paperback, for reading on the subway while going to school)

- a giveaway of whatever kind that happens to have available—a paper flyer on social security, date talk, a bookmark, etc.

f) When the class arrives, the librarian briefly describes the significance of each item, hand out the packets—which the students immediately go to work on—and spends the period working on any special problems. She will also charge the material all during the period at the tables to avoid jamming up at the desk. Students choose what they like and leave the rest.

g) In addition, for the few students who are ready to pursue more information, we suggest sending a postcard to one of the organizations or agencies whose addresses are always given in the work brief. If the traffic is light, we provide the stamp; otherwise, the students provide their own stamps. This works well on an individual basis, and usually the person will offer the material to the library when he is through with it.

h) During the class period the library will also make copies on the copying machine of job descriptions in the Occupational Outlook Handbook if there is no reprint available to borrow. For students from the class, the library provides free copies.

i) The librarian will also suggest to the teacher that as part of their examination of materials, the students should work with a special job description worksheet (see Worksheet No. 2) which leads them through the material and brings it into focus.

The technique of preparing a package for each student can be very successful. It is a gesture which students appreciate; it avoids the problems of researching which can be a deterrent to making contact with the material; it immediately gives the student—and the teacher—a feeling of accomplishment and success.

Of course, there is also a time when a teacher's purpose is to impart research skills, and the librarian can easily teach the class to research a career. This is a different kind of lesson, and in it we use a student worksheet (see Worksheet No. 3) which serves as a focus and self-instruction guide to the material. The worksheet usually is prepared for a specific class, tailoring it to the class's special needs. This worksheet was developed in response to the needs of a class of students of moderate ability. Since this is often new ground for the teacher, the librarian developed it with him, suggesting how to achieve a viable result using the worksheet as a bibliography and a basis for a report.

2. In working with teachers in specific subject areas, the technique is the same except that we provide lists of job clusters, suitable to specific subject areas (see Worksheet No. 4). Lists of occupational clusters are found throughout the literature (tables of contents, advertising brochures, bibliographies, etc.). To make them really useful, the librarian must reduce them to an easily accessible form—lists—which can be duplicated in quantity for whatever purpose she wishes.

3. With teachers of various subjects who want to try but who have no experience in introducing career awareness to students, the librarian will provide as much individual training and orientation to the teacher as he needs, bringing him on board enough to proceed with his class. Then, for the class, it becomes the teacher's responsibility to identify what parts he wants to do (see Worksheet No. 5), the Self-Awareness and Job Selection parts.

   The library will provide an introductory film or filmstrip such as "The Better Part of Your Life" (16 mm. 20 min. Universal Educational and Audio-Visual, Inc.), plus a set of reprints for the teacher to give to the students to read and discuss.

   With this as preparation, the class is then given the list of occupations on which to circle their choices, and the library prepares a package for each student.

4. With individual students, the librarian acts as a resource person and guide. We try to initiate interest by running a 16 mm. film or filmstrip in the library during the day about specific careers, or career planning. There are career posters hung on the walls above the shelves; the career collection is conspicucusly marked; there are invitations posted to ask the librarian about career information. The reference service the librarian gives to the student is enhanced by her own background and in a sense she serves a guidance function. She can also put the student in touch with other agencies in the school and encourage and help him to contact other sources of help and information outside the school.

III. *THE LIBRARIAN'S OWN PREPARATIONS*

A. HER ROLE IN THE SCHOOL-WIDE PROGRAM, AND A CHECKLIST OF HER ACTIVITIES

1. *THE LIBRARIAN'S OWN PREPARATION*

a. If at all possible, the librarian must be a member of any career education team formed in the school, from its inception.

b. Read the background literature—Hoyt, Willingham, Hoppack, etc., to get a background and a perspective to fully understand the librarian's role.

c. Examine the major selection tools. Examine the actual literature on the shelves and in the files. Dip into the current literature from time to time—articles, books, publications from federal and local governments.

2. *THE LIBRARIAN'S ROLE IN THE SCHOOL-WIDE PROGRAM*

The librarian's role is that of a team member in a developing program, no matter how modest; as a provider of materials both to teachers and to students; as teacher trainer in the concepts and use of career education materials, an important support since this is new ground for almost everyone.

The librarian must also know what she is not. She is not the career guidance counselor; she is also not responsible for taking on numbers of students as a career counselor, or for acquiring and coordinating the outside speakers for teachers in various subject areas. (The matter of co-ordinating speakers is a full-time job, something for a school co-ordinator to do, and is quite different from the occasional speakers a librarian may wish to invite as part of her own program.)

The librarian must also know what her school's career education program is doing, and provide and interpret the materials to the clientele in order to implement that program. Moreover, she cannot do more than the school's program will allow her to do, that is, she cannot do a career education program all by herself. She can, as a person who is knowledgeable and as part of a school team, help to work out directions for her school to go in career education. But until there is a school-wide program, she can work only with individual teachers and with individual students.

3. *A CHECKLIST OF THE LIBRARIAN'S ACTIVITIES*

a. Be sure to be part of whatever committees in the school are talking about career education.

b. Know the career education programs (or related programs) which are taking place in the school; collect sample copies of all of the course texts and literature, especially those the teacher himself creates. Know the type and content of curriculum. Be alert for materials which lend themselves to duplication.

c. Know what kind of duplicating equipment there is in the school and where it is located: electronic stencil maker or transparency maker ditto, mimeograph equipment, photographic slide maker. Acquire equipment for the library for the G-1 list, requisitioning funds from the school's allotment.

d. Know where specially funded projects are taking place in the school in order to capitalize on the monies and materials, and to suggest a career education application in the program.

e. Apply for a Title III Mini-Grant ($300-$3,000) from the Board of Education Office for State and Federal Projects, 110 Livinston Street, Brooklyn, New York, Tel. Ann Braunstein 596-7748.

f. Apply for Title II grants for Career Education, one of the Title II priorities.

g. Draw on all the AV material which the library may have on permanent loan to other departments, or which are the property of other departments. Send students to the departments for viewing, or bring materials for viewing into the library.

h. Speak at faculty and department meetings, formally and informally.

i. Hold one-session seminars or workshops with specially interested teachers, showing materials (student materials and teacher materials) and how they can be used.

j. Keep career education before the patrons of the library by displaying films and filmstrips on an informal basis in a corner of the library.

k. Invite the teachers and students involved in career education to preview AV material for purchase.

l. Include career education materials in bibliographies which go out to faculty and students.

m. Maintain the collection on a continuing basis by following a regular checklist of selection tools; order Board of Education career briefs from Chronicle Guidance, order pamphlets from Occupational Index and examine Previews and Booklist which review Career Education materials, and whatever other continuing sources she wishes to use.

n. Continue to send for free materials as giveaways.

o. Keep publishers catalogs in order, by topic, so that catalogs which have good sections on career education are handy when ordering.

p. Place one-line ads about the library's career education center in the student newspaper and other appropriate publications.

q. Place a career kit in a conspicuous central location for students to handle, with a sign inviting the student to ask the librarian for more information.

r. Put a quotation, on a large oaktag, and use it as motivation or decoration in a lesson.

s. Report your activities to the principal, formally or informally.

t. Visit and examine the library of the Bureau of Education and Vocational Guidance at 110 Livingston Street, Brooklyn, New York—get on their mailing list. Borrow a film. Call 596-8910. Call New York City Board of Education's Occupational Training Center 266-0510 for free delivery and return of their films.

The librarian must remember that it is not necessary to do all of these things at once; each is only part of a continuing program. It cannot be stressed too strongly that unless there is an adult para-professional to maintain the physical order of the files and do the manifold routine clerical tasks connected with maintenance, the librarian will not be able to build a program.

IV. *GOALS AND PROJECTIONS FOR THE FUTURE*

A. WHAT WE ARE STILL NOT DOING BUT WOULD LIKE TO DO

The objective in all of this is to give the student a capability to do intelligent career planning, not so easy a task. The philosophy of career education is still evolving, and the school program must race to provide a program to meet the real needs of the students, and the library must race with it and, if possible, try to anticipate those needs. The library might:

1. Prepare a simple, self-produced self-awareness, values clarification guide, combined with a job description worksheet, which could serve as an independent study kit for students who show interest.

2. Increase the file of listings of job-clusters, which can then be duplicated in large quantities for class and for individual use. These can be culled from the many existing bibliographies, from the manuals in career kits, from reference books, etc.

3. Devise a way for the library to capitalize on the New York Times Career Education Program.

4. Present the idea of simulation games to be included as part of the curriculum. These games, such as the one produced by Western Publishing Company and called *Life Career Game* is one in which teams of students attempt to plan the most satisfying life for a hypothetical student. It takes several weeks to do this so a unit must be planned and time allowed for it. The library is utilized when students need information in order to make intelligent decisions.

WORKSHEETS

WORKSHEET I

Sample Checklist

OCCUPATIONAL CHECKLIST

Actor
Accountant
Advertising Account Executive
Air-Conditioning Repairman
Aircraft Mechanic
Apprentice (in a trade)
Architect
Army Officer
Artist (Commercial)
Astronaut
Athletic Director
Author
Auto Mechanic
Aviation Mechanic
Aviator
Bacteriologist
Baker
Banker
Beautician
Biologist
Bookkeeper
Bricklayer
Builder
Business Machine Operator
Butcher
Buyer (Dept. store)
Carpenter
Cashier
Caterer
Chauffeur
Chemist
Cleaner & Dyer
Clerk (Civil Service)
Clerk (Dept. Store)
Clerk (Hotel)
Clerk (Office)
Clerk (Sales)
Clerk (Shipping or stock)
Computer Programmer
Construction Worker
Cook
Dancer (Professional)
Dental Mechanic
Dental Assistant
Dentist
Designer (Clothes)
Designer (Textiles)
Designer (Jewelry)
Designer (Machines)
Detective
Dietician
Doctor
Draftsman
Dressmaker
Editor
Electrician
Employment Interviewer
Engineer (Building)
Engineer (Chemical)
Engineer (Civil)
Engineer (Electrical)
Engineer (Industrial)
Engineer (Mechanical)
Engineer (Mining)
Farmer
Fashion Illustrator
Fireman
Florist
Foreign Service Officer
Forester
Garment Worker
Hostess
Housekeeper
Illustrator (Magazine)
Insurance Agent
Insurance Claims Adjustor
Interior Decorator
Inventor
Journalist
Judge
Laboratory Technician
Landscape Gardener
Lawyer
Librarian
Machinist
Mail Carrier
Marine
Merchant Marine
Milliner
Minister
Musician
Naturalist
Navy enlisted man
Nurse (Registered)
Nurse (Practical)
Nursery School Teacher
Optometrist
Painter & Plasterer
Personnel Worker
Pharmacist
Photographer
Physicist
Playground Worker
Plumber
Poultry Farmer
Policeman
Priest
Printer
Prison Worker
Probation Officer
Psychologist
Publisher
Rabbi
Radio Operator
Railroad Worker
Refrigeration Serviceman
Research Director
Restaurant Manager
Retailer
Salesman
Seaman
Secretary
Serviceman (Electrical equipment)
Serviceman (Office machines)
Serviceman (Radio & television)
Sewing Machine Operator
Sheet Metal Worker
Singer
Social Worker
Statistician
Stockbroker
Surgeon
Surveyor
Tailor
Taxi Driver
Teacher
Telephone Operator
Television Cameraman
Tool Maker
Traffic Manager
Tree Surgeon
Typist
Undertaker
Upholsterer
Veterinarian
Waiter
Waitress
Watchmaker
Welder
Window Dresser
X-Ray Technician

WORKSHEET II

FOR STUDYING AN OCCUPATION

Name of Occupation

_____

Duties of the Worker

_____
_____
_____
_____
_____
_____
_____
_____

Personal Requirements

Age range: _____ Sex:

Interests and abilities needed: _____

_____
_____
_____
_____
_____

Personality and physical requirements:

_____
_____
_____
_____

Educational Requirements

Recommended high school program: _____

_____
_____
_____
_____
_____

Post-high school education required or recommended (Trade school, college, technical institute, apprenticeship, on-the-job training): _____

Estimated length of time for education:

_____
_____
_____

Advantages and Disadvantages (Earnings, hours, and conditions of work; security of employment; opportunity for advancement)

Advantages: _____

_____
_____
_____
_____
_____

Disadvantages: _____

_____
_____
_____
_____
_____

Present Demand and Future Outlook

Number of workers: National State Local _____

Present need for workers: Great _____ Moderate _____ Slight _____

Probable future trend: Increasing need
Decreasing need
Little change ....

Are jobs confined to certain areas?

Yes ___ No ___ (If yes, where? _____)

Entering the Occupation

(Any special entrance requirements: minimum education, entrance examinations, experience, capital, licensing, union membership?) _____

_____
_____
_____

Sources of Additional Information

(People, reference books, occupational pamphlets) _____

_____
_____

WORKSHEET III

Name ..... Subj. Cl. Date
TOPIC ..... Rating

1. Look up your topic in the *index* (the last volume) of an encyclopedia.

   a. Give the name of the encyclopedia you use.

   b. From the index, copy below three places in the encyclopedia where there is information of your topic.

      1. Vol. Page Topic or related topic:

      2. Vol. Page Topic or related topic:

      3. Vol. Page Topic or related topic:

2. From the encyclopedia article, write a two line identification of your subject.

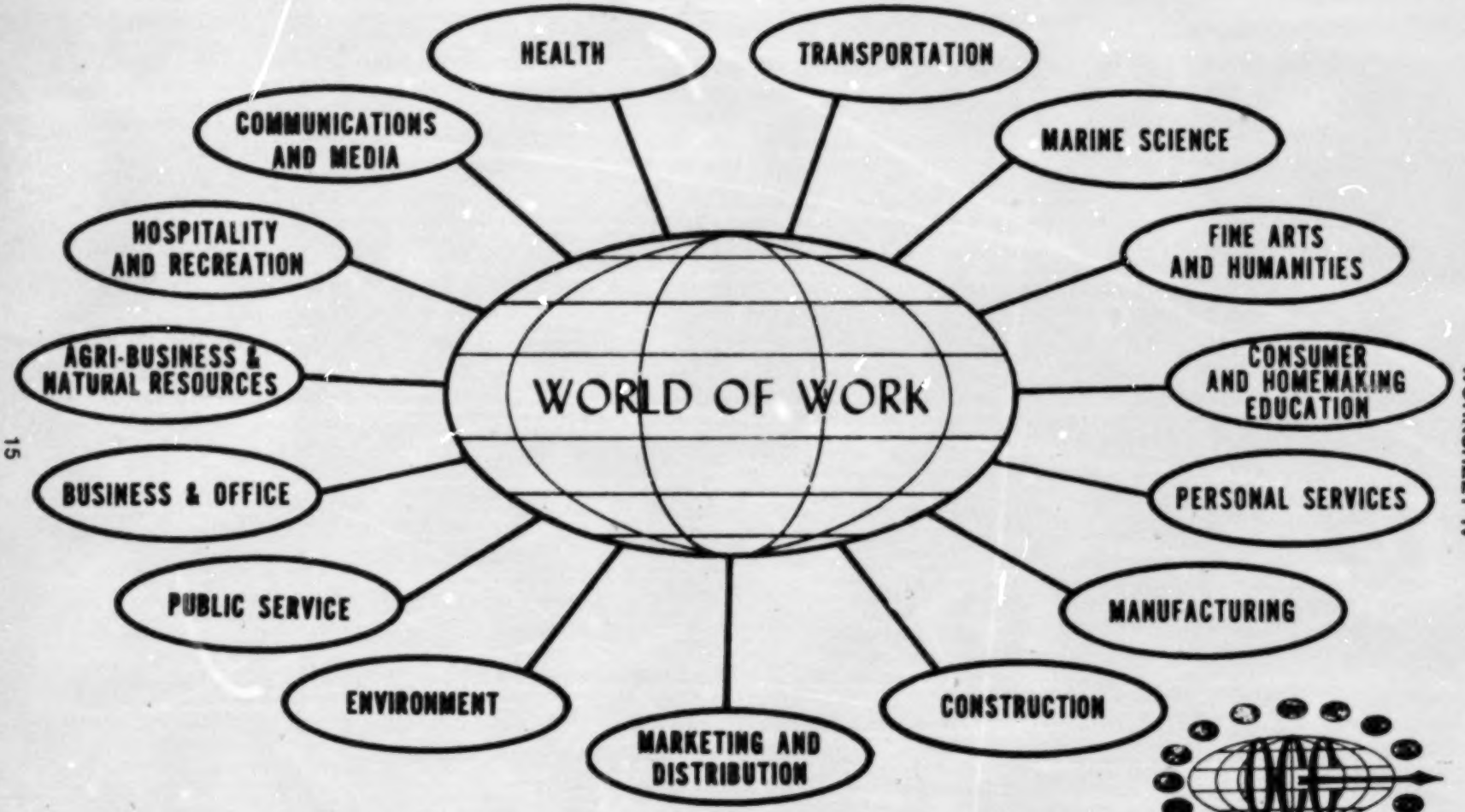
3. From the card catalog, copy call numbers, author and title of one book with information on your subject. (It must have C.E. or Career Ed. written above the call number.)

   Call No. Author Title

4. From the Reader's Guide to Periodical Literature, copy an entry for a magazine article on your subject. Circle the name of the magazine, page, date.

5. From the Career File, find a pamphlet relating to your subject. State the title of the pamphlet.

CAREER EDUCATION



WORKSHEET IV

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OFFICE OF CAREER EDUCATION

New York City Board Of Education

WORKSHEET V

CURRICULUM– WORLD OF WORK

I. Self Awareness
   1. Interests
   2. Values
   3. Physical abilities (stamina, creativity, height, beauty) that direct people to careers
   4. Genetic information

II. Job Choices
   1. Where
   2. Education needed
   3. Availability
   4. Library lessons
   5. New jobs

III. Mechanics of job getting
   1. Resume
   2. Interview—tapes, video
   3. Letter of application
   4. Follow-up

IV. First weeks on job
   1. What employer wants
   2. How promotion?
   3. Pay check—how to read
   4. How to leave a job

V. Adult Responsibility
   1. Check
   2. Taxes
   3. Budget

BIBLIOGRAPHY

Preliminary Bibliography for Career Education

1. *A-V Quick-list: Career Education.* Illinois: The Baker & Taylor Co.: Fall, 1973.

2. Baer, Max F., and Roeber, Edward C. *Occupational Information: The Dynamics of Its Nature and Use.* Third edition. Chicago: Science Research Associates, Inc., 1969.

3. Bailey, Larry J. (ed.). *Facilitating Career Development: An Annotated Bibliography.* Springfield, Illinois: Division of Vocational and Technical Education, State of Illinois, 1970.

4. Begle, Elsie P., et al. *Career Education: An Annotated Bibliography for Teachers and Curriculum Developers.* Washington: American Institute for Research, January, 1973.

5. Bennett, Wilma. *Occupations Filing Plan and Bibliography.* Danville, Illinois: Interstate Printers and Publishers, 1968 revision.

6. Borow, Henry. (ed.). *Man in a WorldnAt Work.* Boston: Houghton Mifflin, 1964.

7. Campbell, Robert E. et al. *Career Guidance: A Handbook of Methods.* Columbus: Charles E. Merrill Publishing Co., 1973.

8. Chronicle Guidance Publications, Inc., Moravia, New York.

9. Circle, D. F. et al. *The Career Information Service.* Newton, Mass.: Newton Public Schools, 1968. ED 021 300.

10. Draper, A. M. Leslie. *Suggestions for Developing an Occupational Library.* Los Angeles: California Occupational Analysis Field Center, 1972.

11. Eisen, Irving and Goodman, Leonard (compilers) *A Starter File of Free Occupational Literature.* New York: B'nai B'rith Vocational Service, 1969.

12. Ellsberg, Ted. *Career Exploration: You and Your Future.* ($5.95) 19 9. *Career Exploration Workbook.* ($2.50) Fairchild Books, 7 East 12 Street, New York, New York 10003. For student use, this is a package combining text and workbook. Aids students in exploring their career aptitudes, interests and abilities.

13. *ERIC Career Education Bibliography.* New York: CCM Information Corp., 1972. (A Subsidiary of Crowell Collier and Macmillan, Inc.)

14. Forrester, Gertrude. *Occupational Literature: An Annotated Bibliography.* New York: H. W. Wilson, 1971.

15. Grimes, E. M. (compiler). "Career Education: A Mediography." *Booklist,* LXIX (December 15, 1972), 384-395.

16. Haebich, Kathryn A. *Vocations in Biography and Fiction.* Chicago: A.L.A., 1962.

17. Hansen, Lorraine Sundal. *Career Guidance Practices in School and Community.* Washington, D.C.: National Vocational Guidance Association, 1970.

18. Hawley, Robert C., et al. *Composition for Personal Growth (p.b. $4.95) 1973. Hart Publishing Company, 719 Broadway, New York, New York 10003. This book helps the teacher turn composition and essay writing exercises into experiences which allow students to understand their own value hierarchy.*

19. Hawley, Robert C. *Human Values in the Classroom: Teaching for Personal and Social Growth.* (p.b. $3.75) 1973. Education Research Associates, P.O. Box 767, Amherst, Mass. 01002. This book gives the theoretical rationale behind using values clarification in the classroom.

20. Hopke, William E. (ed.). *Dictionary of Personnel and Guidance Terms.* Chicago: J. C. Ferguson Publishing Co., 1968.

21. Hoppock, Robert. *Occupational Information.* Third edition. New York: McGraw Hill, 1967.

22. Hoyt, Kenneth B., *et al. Career Education: What It Is and How To Do It.* Salt Lake City: Olympus Publishing Co., 1972.

23. "Straight Answers on Career Education." *Today's Education.* LXIV (January-February, 1975), 52.

24. Huber, Jane. *Career Education: Information Resources.* Columbus: Ohio State University, 1973.

25. Isaacson, Lee E. *Career Information in Counseling and Teaching.* Boston; Allyn and Bacon, 1966.

26. Loheyde, Kathy. *Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level.* Albany: New York State Education Department, Office of Occupational Education, 1972.

27. London, Hoyt H. *Principles and Techniques of Vocational Guidance.* Columbus: Charles E. Merrill Publishing Company, 1973.

28. McClure, Larry and Buan, Carolyn. (eds.). *Essays on Career Education.* Portland: Northwest Regional Educational Laboratory, 1973.

29. Meekley, Richard F. *Planning Facilities of Occupational Education Programs.* Columbus: Charles E. Merrill Publishing Company, 1973.

30. National Vocational Guidance Association. *Guidelines for Preparing and Evaluating Occupational Materials.* Washington, D.C.: NVGA, 1964.

31. National Vocational Guidance Association. *NVGA Bibliography of Current Occupational Literature.* Sixth edition. Washington, D.C.: NVGA, 1973. Revised periodically.

32. *New York State Plan for Filing Unbound Occupational Information.* Albany: State Education Department, Bureau of Guidance, 1961.

33. *NICEM Index to Vocational and Technical Education Multi-Media.* Los Angeles: National Information Center for Educational Media, University of Southern California.

34. Nicholsen, Margaret E. *People in Books: A Selective Guide to Biographical Literature Arranged By Vocations and Other Fields of Reader Interest.* New York: H. W. Wilson Co., 1969.

35. Norris, Willa, et al. *The Information Service In Guidance: Occupational, Educational, Social.* Second edition. Chicago: Rand McNally & Co., 1966.

36. Ryan, Charles W. *Career Education: A Handbook of Funding Resources.* Boston: Houghton Mifflin, 1973.

37. Schuman, Patricia. *Materials for Occupational Education.* Ann Arbor: R. R. Bowker, 1971.

38. Science Research Associates

39. *Selected Bibliography of Instructional Materials Related to Career Education.* Columbus: Center for Vocational and Technical Education, Ohio State University, c. 1972.

40. Simon, Sidney, et al. *Values Clarification.* New York: Hart Publishing Co., 1972. (p.b. $3.95) A book of basic exercises to be used by the classroom teacher in lieu of a regular curriculum lesson.

41. Simon, Sidney, et al. *Values Clarification Through Subject Matter.* Minneapolis: Winston Press, Inc., 1973. (25 Groveland Terrace, Minn., Minn. 55403)

42. Smith, Genevieve. (ed.). *Handbook for School Programs Advancing Career Education.* Greeneville, Tenn.: Greeneville City Schools, Tenn., 1973.

43. Tennyson, W. Wesley. *et al. The Teacher's Role in Career Development.* Washington, D.C.: National Vocational Guidance Assoc., 1965.

44. Trachtenberg, Myra. "The Role of the Information Specialist," *Inform.* Washington, D.C.: American Personnel and Guidance Association. n.d.

45. U.S. Department of Labor, U.S. Employment Service. *Dictionary of Occupational Titles,* Parts I and II. Third edition. Washington: GPO, 1965.

46. U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook.* 1974-75. Washington: GPO, 1974.

47. Ury, Claude H. "Books in the Field: Career Related Guidance for Youth." *Wilson Library Bulletin.* XLIV (February, 1970), 621-631.

48. Weaver, G. L. *How, When and Where to Provide Occupational Information.* Chicago: Science Research Associates, Inc., 1955.

49. Willingham, Warren W. *A Review of Career Guidance in Secondary Education.* New York: College Entrance Examination Board, 1972.

50. Wolfbein, Seymour L., *Occupational Information: A Career Guidance View.* New York: Random House, 1968.

51. Woodruff, Alan P. *Career Education Facilities: A Planning Guide for Space and Station Requirements.* New York: Educational Facilities Labs., 1973.

52. York, Edwin, *et al. Senior High Learning Resources for Career Education.* New Brunswick: New Jersey Occupational Resources Center, 1973.

APPENDIX

APPENDIX

1. **Job Description** in pamphlet form and in book form—this is the backbone of the collection. (The pamphlets are the four (or more) page career and occupational briefs) and major purchases should be made of the packaged kits which are available.

Selection Tools

Forrester, Gertrude. *Occupational Literature: An Annotated Bibliography.* New York: H. W. Wilson, 1971. Comprehensive evaluated listing of material published in series by commercial and government sources. Major section complete bibliographic information arranged by occupation (D.O.T. classification provided.)

NGVA (National Vocational Guidance Association) *NVGA Bibliography of Current Occupational Literature.* Sixth edition. Washington, D.C. NVGA 1973. Revised periodically. A compilation of lists appearing in the *Vocational Guidance Quarterly.* Entries rated according to NVGA guidelines. Includes non-print materials. Available from the American Personnel and Guidance Association, Washington, D.C.

Direct Sources (pamphlets)

Chronicle Guidance Publications, Inc. Moravia, New York (On BOE Textbook List; Supplementary Classroom Instructional Materials)

Science Research Associates, Inc. 259 East Erie Street, Chicago, Illinois.

Careers; Largo, Florida

Occupational Briefs. U.S. Dept. of Labor, Bureau of Labor Statistics—Supt. of Documents, Washington, D.C. 20402

2. **Careers in Biography and Fiction**—Additions of books in biography and fiction, should be made a major part of career fund expenditures.

Selection Tools: Biography and Fiction

Nicholson, Margaret E. *People in Books:* A Selective Guide to Biographical Literature Arranged by Vocations and Other Fields of Reader Interest. Wilson, H. W. 1969. 498 p. $12.00, 950 University Ave., Bronx, New York 10452

Haebich, Kathryn (Comp.). *Vocations in Biography and Fiction:* An annotated list of books for young people—including easy-reading titles. Chicago, 9L9, 1962. pf. 77p. $1.75, 50 East Huron St., Chicago 60611

Loheyde, Kathy. *Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level.* Albany, New York. State Education Department, Office of Occupational Education. 1972.

Direct Sources for Biography and Fiction

Julian Messner (A division of Simon & Schuster), 1 West 39th St., New York, N.Y. 10018. *Your Career in* . 17 titles including law enforcement, medicine, nursing, physical therapy, teaching, film making, computer programming.

Career Romances of Young Moderns. 23 books. $3.50. Messner Biographies. 250 books. $-.95. Publishers catalog indicates recommendations in sources as the booklist. Messner Career Books. 35 Books. $4.50. Books for Personal Counseling. 7 books.

Dodd, Mead and Company. *Dodd, Mead Career Books.* $3.00-3.75 each. "Practical" career fiction.

Childrens Press, Inc., 1224 W. Van Buren St., Chicago, Ill. 60607. *"I Want to Be"* Series. 42 books. $2.25. Appear first grade reading level.

Richards Rosen Press, 29 E. 21 st., New York, N.Y. 10010. *"Careers in Depth"* Series. 93 books. $4.00. Aim High Vocational Guidance Series. 14 books. $4.00. Career information for students not pursuing education beyond high school. Selected vocations. Arco-Rosen Career Guidance Series. 40 titles. $1.95.

Chronicle Guidance Publications, Inc., Moravia, N.Y. Chronicle 3-in-1 Service. Chronicle Occupational Brief Service.

3. **Materials in Content Areas**

Subject-based materials. This is actually the regular collection, with emphasis on any special courses given in the school, and emphasis on fields which are popular—health, clerical fields, performing arts, etc.

Bibliography and Direct Sources

Approved Processed Library Book List for Elementary, Intermediate and Junior High School: 1975. Catalog LE-756. $8.00.

Approved Processed Library Book List for Secondary Schools: 1975. Catalog LS-756. $8.00. Publications of the Board of Education, City of New York.

Subject Guide to Books in Print. New York: R. R. Bowker Co. 2 volumes. $47.00.

4. **Self-Awareness Materials.** These will include pamphlets and books on self-awareness, evaluation, personality, values clarification, career planning.

Bibliography and Direct Sources

Norris, Willa et al. *The Information Service in Guidance: Occupational, Educational, Social.* Second edition. Chicago: Rand McNally & Co., 1966.

SRA Career Pamphlets

NYC Approved List

Materials and pamphlets which come in the career brief kits include self-awareness titles.

5. **Basic Selected Reference Books of Careers and Career Planning**—Basic reference sources for use with students,nmkgocvgdncopies are recommended.

Occupational Outlook Handbook. Bureau of Labor & Statistics, U.S. Dept. of Labor. Address: Superintendent of Documents, Washington, D.C. 20402. 1970, 859p. $6.25. Contains description of more than 780 careers. Included are the nature of the work, places of employment, training, either qualifications and advancement, employment outlook, earnings and working conditions, *as well as* sources of additional information.

D.O.T. *(Dictionary of Occupational Titles)* 3rd Ed., Vol. I, Definitions of Titles. U.S. Employment Service, Supt. of Documents. Revised 1965, 809p. $5.00.

Hopke, William E., *Encyclopedia of Careers & Vocational Guidance.* Vol. I: Planning Your Career. 725p. Vol. II: Careers & Opportunities. 784 p. Fergusen Peabody Co. 1967. $30.00.

Lovejoy, Clarence E., *Career & Vocational School Guide.* Fourth edition. N.Y.: Simon & Schuster, 1973. $3.95. "A Source Book, Clue Book & Directory of Institutions, Training for Job Opportunities." Where to find school or course offering the training you want, how to prepare for a career while serving in the Armed Forces, what trades you can learn through on-the-job training, where you can obtain special job training if you are handicapped.

6. **A-V Materials**

Selection Tools

A-V Quick List: Career Education: The Baker & Taylor Co. A "unique" reference guide to 1,000 titles in A-V media arranged by subject for direct and easy selection. Non-selective. Titles may be checked ex Eye Gate EX16 mm sound films.

Grimes, E. M. (compiler). "Career Education: A Mediography," *Booklist,* LXIX (December 15, 1972), 384-395. Annotated. Grades 1-12. Producers addresses supplied. FS, 16 mm, simulation & games.

X overhead transparencies or silent 8 mm film books because "The titles evaluated in these media did not contribute anything to career education which other media did not provide more effectively."

"An attempt. . .to include the very best available to develop career awareness, etc."

Direct Sources

BEVG Bureau of Educational & Vocational Guidance Resource Center, 110 Livinston Street, Brooklyn, N.Y. 11201. 596-8910. 4 bibliographies of A-V materials in career education available for loan.

Catalogs of Publishers of A-V materials.

7. **Teachers' Materials**

Just as for the librarian, teachers' materials may include everything in the career education collection. The list given here includes some of the basic background readings. Other sources are included in the main bibliography, specifically Baer, Begle, Campbell, and Hansen.

Hoyt, Kenneth B. *Career Education: What It Is and How to Do It.* Salt Lake City: Olympus Publishing Co., 1972. Documents the development of career education. Provides a thorough discussion of occupation "clusters" by the current Associate Commissioner for Career Education, USOE. "Straight Answers on Career Education" by the author appears in *Today's Education*, Jan. - Feb., 1975, p. 52.

Tennyson, W. Wesley, et al. *The Teacher's Role in Career Development.* Washington, D.C.: National Vocational Guidance Association, 1965.

Smith, Genevieve. (ed.) *Handbook for School Programs Advancing Career Education.* Greenville, Tenn. Greenville City Schools, Tenn. 1973.

Borow, Henry. (ed.) *Man in a World at Work.* Boston: Houghton, Mifflin, 1964.

Willingham, Warren W. *A Review of Career Guidance in Secondary Education.* New York: College Entrance Examination Board, 1972.

8. **Librarians' Materials**—these lists include only sources which pertain to establishing the library career education resource center. For background, the librarian would be reading the titles given under Teachers' materials.

Forrester, Gertrude. *Occupational Literature: An Annotated Bibliography.* New York: H. W. Wilson, 1971. $15.00. Printed materials listed under eighteen headings. Prices and producers' addresses included. Highly recommended materials starred. A must. Major part of book lists occupational briefs. Explains and uses D.O.T. filing system.

Bennett, Wilma. *Occupational Filing Plan and Bibliography, with set of labels.* Interstate Printers and Publishers. Revised 1968. 109 pages. Index only, $3.95; index plus labels, $14.95. 19 N. Jackson St., Danville, Illinois 61832. Alphabetical filing system with many cross references, numbered in sequence. Bibliographic essay most helpful. Filing system used by NGVA for headings in its bibliography of career materials.

U.S. Office of Education, Superintendent of Documents. *Career Information Center: A Working Model.* 41 pages. $.30. Based on model at Northeastern University in Boston.

The Career Information Service: A Guide to its Development and Use. Career Information Service, Southeastern Regional Vocational Technical School, 1968. 391 pages. $3.00. "Section on the career information library, the job placement service, the follow-up service, and the career guidance resource center developed in the schools of Newton, Mass. Over 200 pages are devoted to the bibliography of occupational materials for career planning." (Forrester)

Hoppock, Robert. *Occupational Information: Where to get it and How to Use It.* Third edition. McGraw-Hill, 1967. 330 West 42nd Street., New York 10036. $11.50. Standard reference on occupational information by the most articulate proponent of career education. Identifies types of occupational information, where obtained, how appraised, classified and filed. Chapters 12-25 describe procedures for presenting occupational information and for compiling information from primary sources. Lists principal publishers (13) of occupational pamphlets produced in series.

National Vocational Guidance Association. *NVGA Bibliography of Current Occupational Literature.* Sixth edition. Washington, D.C.: NVGA, 1973. Revised periodically. $2.00. American Personnel and Guidance Assoc., 1607 New Hampshire Ave., NW, Washington, D.C. 20009.

Woodruff, Alan P. *Career Education Facilities: A Planning Guide for Space and Station Requirements.* New York: Educational Facilities Laboratories, 1973.

9. **Self-Produced Materials**

This includes everything the librarian creates for the convenience and use of her clientele. It would include the following:

Selection Tool

NVGA. *Guidelines for Preparing and Evaluating Occupational Materials.* American Personnel and Guidance Association, 1607 New Hampshire Ave., NW, Washington, D.C. 20009.

Direct Sources

1. All the types of duplicated materials which are shown in the appendix.

2. Materials created for class use by the teacher.

3. Lesson plans for career infusions created by the teacher.

10. **Free Materials**—to be displayed and given away to students—most of these are recruitment literature, but they offer good information.

Selection Tools

Career Index. Chronicle Guidance Publications. Annual compilation with supplements. $10.00 year. Free and inexpensive materials.

Educators Guide to Free Guidance Materials. 13th Annual Edition 1974. A multimedia guide. Educators Progress Service, Inc. 1974. pt. 325 p. $9.75. Each section, such as, FILMS, PRINTED MATERIALS, etc. is followed by four subheadings: Career planning materials (Occupational information, educational information); Social-personal materials; Responsibility to self and others; and Use of leisure time.

A starter file of free occupational literature. Eisen, Irving and Goodman, Leonard, comps. B'nai B'rith Vocational Service, 1969. 29 p. $1.25. 1640 Rhode Island Ave., NW, Washington, D.C. 20036

See also Forrester, Gertrude. *Occupational Outlook Handbook.*

NVGA Guidelines for Preparing & Evaluating Occupational Materials, Washington, D.C.: NVGA, 1961. American Personnel and Guidance Association, 1607 New Hampshire Avenue, NW, Washington, D.C. 20009.

11. **Simulations and Games**

The librarian should be aware of the potential of simulation games as a unit in the curriculum, now and in the future, and be prepared to work with a department or even an individual teacher.

Selection Tool

Zuckerman, David W. and Horn, Robert E. *Guide to Simulations/Games.* 1974. Research Media, Inc. 4A Midland Avenue, Hicksville, New York 11801.

Titles and Direct Sources

Career Game. Educational Progress, 1970. $78.50. "Surveys the interests and aspirations of students and then directs each to added information to aid in career decision-making. Involves only individual progress with no group competition. Forces student to examine self-interests, abilities and limitations." Educational Progress Corp., P.O. Box 45663, 8538 East 41st St., Tulsa, Oklahoma 74145.

Life Career. Western Publishing, 1969. $35.00. "The goal is to plan the best life for the next eight years for an imaginary person. Each step in the planning requires decisions based on education, job requirements, and personality. There are a few chance events which influence the outcome also. The score is based on wisdom of the choices by the team. It is suggested that a small group be coached to work with the entire class. Time alloted to play is six weeks." Western Publishing Co., School and Library Department, 850 Third Avenue, New York 10022.

12. **Periodicals**

Selection Tools

Katz, Bill and Gargal, Berry (eds.) *Magazines for Libraries*. Second edition. New York: R. R. Bowker Co., 1972.

Titles (Teacher/Librarian Periodicals)

1. Career Index—Chronicle Guidance Publications. Annual compilation with supplements. $10.00 year.

2. Personnel and Guidance Journal. APGA (American Personnel and Guidance Association). 10 issues, September to June. $15.00. Includes book reviews.

3. Vocational Guidance Quarterly—NGVA (National Vocation and Guidance Association) $8.00.

Titles (Students' Periodicals)

1. Directions 80. "Do What You Like—So You Will Like What You Do." University Communications, Inc. P.O. Box 1234, Rahway, New Jersey 07065. Quarterly.

2. Career World. Curriculum Innovations, Inc. 501 Lake Forest Avenue, Highwood, Illinois 60040. September to May. $2.95.

3. Manpower. Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Monthly. $15.30.